

Directions:

Check the box in the left column for each item that you are able to do.

Name \_\_\_\_\_

## Basic Skills Personal Inventory

Check the box in the left column for each item that you are able to do.

### I know how to:

Computer Basics	Comment
<input type="checkbox"/> Turn a computer on/off	
<input type="checkbox"/> Use the mouse/track pad	
<input type="checkbox"/> Open programs and files using icons and/or the Start Menu (PC)	
<input type="checkbox"/> Create/open a new folder/file	
<input type="checkbox"/> Launch a word processor	
<input type="checkbox"/> Open a word processing file	
<input type="checkbox"/> Type a short entry in a word processing file	
<input type="checkbox"/> Copy text	
<input type="checkbox"/> Cut text	
<input type="checkbox"/> Paste text	
<input type="checkbox"/> Delete text	
<input type="checkbox"/> Name a word processing file and save it	
<input type="checkbox"/> Open a new window	
<input type="checkbox"/> Open a new tab	
<b>Web Searching Basics</b>	
<input type="checkbox"/> Locate and open a search engine	
<input type="checkbox"/> Type key words in the correct location of a search engine	
<input type="checkbox"/> Type addresses in the address window	
<input type="checkbox"/> Use the refresh button	
<input type="checkbox"/> Use the "BACK" and "FORWARD" buttons	
<input type="checkbox"/> Use a search engine for simple key word searches	
<b>General Navigation Basics</b>	
<input type="checkbox"/> Maximize/minimize windows	
<input type="checkbox"/> Open and quit applications	
<input type="checkbox"/> Toggle between windows	
<b>E-mail Basics</b>	
<input type="checkbox"/> Locate and open an e-mail program	
<input type="checkbox"/> Attach documents to e-mail messages	
<input type="checkbox"/> Compose, edit and send email messages	
<input type="checkbox"/> Receive and reply to messages	

## Phase II Personal Inventory

Check each item that you are able to do.

I know how to:

Understand and Develop Questions		Comments
<input type="checkbox"/>	Modify questions, when appropriate, using strategies such as the following: <ul style="list-style-type: none"> <li>narrowing the focus of the question.</li> <li>expanding the focus of the question.</li> <li>developing a new or revised question that is more appropriate after gathering information.</li> </ul>	
Locate Information		Comments
Locating Information By Using A Search Engine And Its Results Page		
<input type="checkbox"/>	Locate at least one search engine.	
<input type="checkbox"/>	Use key words in a search window on a browser that has this or on a separate search engine.	
<input type="checkbox"/>	Use several of the following general search engine strategies during key word entry: <ul style="list-style-type: none"> <li>topic and focus</li> <li>single and multiple key word entries</li> <li>phrases for key word entry</li> </ul>	
<input type="checkbox"/>	Use several of the following more specialized search engine strategies during key word entry: <ul style="list-style-type: none"> <li>quotation marks</li> <li>paraphrases and synonyms</li> <li>Boolean</li> <li>advanced search tool use</li> </ul>	
<input type="checkbox"/>	Copy and paste keywords and phrases into the search engine window while searching for information.	
<input type="checkbox"/>	Read search engine results effectively to determine the most useful resource for a task using strategies such as: <ul style="list-style-type: none"> <li>knowing which portions of a search results page are sponsored, containing commercially placed links, and which are not.</li> <li>skimming the main results before reading more narrowly</li> <li>reading summaries carefully and inferring meaning in the search engine results page to determine the best possible site to visit</li> <li>understanding the meaning of bold face terms in the results</li> <li>understanding the meaning of URLs in search results (.com, .org, .edu, .net)</li> <li>knowing when the first item is not the best item for a question</li> <li>monitoring the extent to which a search results page matches the information needs.</li> <li>knowing how to use the history pull down menu.</li> </ul>	
<input type="checkbox"/>	Select from a variety of search engine strategies to locate useful resources when an initial search is unsuccessful: <ul style="list-style-type: none"> <li>Knows the use and meaning of the "Did you mean...?" feature in google.</li> <li>Adjusts search engine key words according to the results of a search.</li> <li>narrows the search.</li> <li>expands the search.</li> <li>reads search results to discover the correct vocabulary and then use this more appropriate vocabulary in a new search.</li> <li>Shifts to another search engine.</li> </ul>	
<input type="checkbox"/>	Bookmark a site and access it later.	
<input type="checkbox"/>	Use specialized search engines for images, videos, and other media sources.	

Locating Information Within A Website		
<input type="checkbox"/>	Quickly determine if a site is potentially useful and worth more careful reading	
<input type="checkbox"/>	Read more carefully at a site to determine if the required information is located there.	
<input type="checkbox"/>	Predict information behind a link accurately to make efficient choices about where information is located.	
<input type="checkbox"/>	Use structural knowledge of a web page to help locate information, including the use of directories.	
<input type="checkbox"/>	Recognize when you have left a site and know how to return back to the original site.	
<input type="checkbox"/>	Know how to open a second browser window to locate information, without losing the initial web page.	
<input type="checkbox"/>	Know how to use an internal search engine to locate information at a site.	
<input type="checkbox"/>	Monitor the reading of a web page and knows when it contains useful information and when it does not.	
Critically Evaluate Information		Lesson Evidence and Comments
Bias and Stance		
<input type="checkbox"/>	Identify, evaluate, and recognize that all websites have an agenda, perspective, or bias.	
<input type="checkbox"/>	Identify and evaluate bias, given a website with a clear bias.	
<input type="checkbox"/>	Identify and evaluate the author of a website whenever visiting an important new site.	
<input type="checkbox"/>	Use information about the author of a site to evaluate how information will be biased at that site.	
Reliability		
<input type="checkbox"/>	Investigate multiple sources to compare and contrast the reliability of information.	
<input type="checkbox"/>	Identify several markers that may affect reliability such as: <ul style="list-style-type: none"><li>Is this a commercial site?</li><li>Is the author an authoritative source (e.g., professor, scientist, librarian, etc.)?</li><li>Does the website have links that are broken?</li><li>Does the information make sense?</li><li>Does the author include links to other reliable websites?</li><li>Does the website contain numerous typos?</li><li>Does the URL provide any clues to reliability?</li><li>Do the images or videos appear to be altered?</li></ul>	
<input type="checkbox"/>	Understand that Wikipedia is a reasonable, but imperfect, portal of information.	
<input type="checkbox"/>	Identify the general purpose of a website (entertainment, educational, commercial, persuasive, exchange of information, social, etc.).	
<input type="checkbox"/>	Identify the form of a website (e.g. blog, forum, advertisement, informational website, commercial website, government website, etc.) and use this information when considering reliability.	
Accuracy		
<input type="checkbox"/>	Evaluate information based on the degree to which it is likely to be accurate by verifying and consulting alternative and/or especially reliable sources.	

Synthesize Information		Lesson Evidence and Comments
<input type="checkbox"/>	Understand both the specific information related to the task as well as the broader context within which that information is located	
<input type="checkbox"/>	Synthesize information from multiple media sources including written prose, audio, visual, video, and/or tables and graphs.	
<input type="checkbox"/>	Separate relevant information from irrelevant information.	
<input type="checkbox"/>	Organize Information effectively.	
<input type="checkbox"/>	Manage multiple sources both on and offline including: <ul style="list-style-type: none"> <li>Choose tools to meet the needs of managing information (file folders, electronic file folders, notebooks, email, etc.)</li> <li>Cite sources</li> <li>Take notes with paper &amp; pencil, when appropriate.</li> <li>Take notes with a word processor, when appropriate.</li> <li>Type notes using short cut strokes such as highlight/cut/copy/paste</li> </ul>	
Communicate Information		Lesson Evidence and Comments
<input type="checkbox"/>	Understand that messages have consequences and will influence how others react.	
<input type="checkbox"/>	Use a variety of offline writing/editing tools such as a word processor spell checker, dictionary, thesaurus, pdf., etc.	
<input type="checkbox"/>	Copy/paste text or URL to use in the message.	
<input type="checkbox"/>	Know how to use email including attaching and downloading attachments, logging in, sending messages, opening messages.	
<input type="checkbox"/>	Know how to use IM	
<input type="checkbox"/>	Know how to use blogs including reading and posting information.	
<input type="checkbox"/>	Monitor communication of information for audience or voice (i.e. formal versus informal writing styles)	
<input type="checkbox"/>	Uses a wide array of Internet-based forms of communication, such as: <ul style="list-style-type: none"> <li>email and attachments</li> <li>blogs</li> <li>wikis</li> <li>Google Docs</li> <li>instant messaging</li> <li>websites</li> <li>presentation software</li> </ul>	
<input type="checkbox"/>	Is aware of the audience and the relationship between audience, purpose, medium, message.	
<input type="checkbox"/>	Knows how to include multiple-media sources within messages.	
<input type="checkbox"/>	Uses formatting such as headings and subheadings to communicate the organization of information within informational text.	

As the teacher, I consistently support the development of these dispositions among the students in my class:

	Dispositions	Comments
<input type="checkbox"/>	<b>Persistence</b> I support the willingness to sustain effort especially when things become difficult and/or when a strategy appears not to be successful.	
<input type="checkbox"/>	<b>Flexibility</b> I support students in keeping in mind alternative strategies for accomplishing goals, continually look for more effective and efficient ways of working online	
<input type="checkbox"/>	<b>Collaboration</b> I encourage students to regularly seek out support and to support others while working online.	
<input type="checkbox"/>	<b>Critical Stance</b> I support students in developing a healthy skepticism to information online, regularly questioning its source, reliability, stance, and accuracy.	
<input type="checkbox"/>	<b>Reflection</b> I support students and encourage them to self-monitor and self-regulate during online literacy and learning tasks,	

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